

Key Stage 1 History Curriculum Overview 2021 - 2022

Children to be taught about: Changes within Living Memory including some that reveal changes in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, including comparison of lives at different times Significant events, people or places from the school's locality				
Year 1 Toys in Time: This unit begins the journey of understanding the past and builds on historical enquiry in Reception where pupils compared toys they played with as babies to those they play with now. Pupils will go on to study other objects and places that are familiar to them before studying significant people and events. The Great Fire of London: Prior to this unit pupils will have studied objects and places that are familiar to them such as toys to develop an understanding of the past. Following this unit, pupils will go on to study the lives of significant individuals in the past and evaluate the contributions they made nationally and internationally. Our Seaside: Now and Then: This unit continues the journey of understanding the past. Following this unit, pupils will go on to study significant people such as the British Monarchy from 1066 to the present day and events such as the sinking of the Titanic which has local significance.				
Unit/Term		Autumn 2	Spring 2	Summer
		Toys in time	Great Fire of London	Our Seaside: Now and Then
		<i>How have toys changed over time?</i>	<i>How could the Great Fire of London have been prevented?</i>	<i>Have we always liked to be beside the seaside?</i>
Matters, Skills and Processes		Scope: Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.	Scope: Pupils will study an event beyond living memory that is significant nationally. Pupils will study the Great Fire of London, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the significance of the event.	Scope: Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.
Historical Investigation	Historical Enquiry – asking/answering questions using sources to find answers and show understanding	What different types of toys are there? Can I describe my favourite toy? Which toys did our parents and grandparents play with? How do we know that some toys are from the past? Can we put toys in chronological order? How can we show visitors what we have found out?	What was London like in 1666? What were the key events of the Great Fire of London? How do we know so much about the Great Fire of London? Why did the fire spread so quickly? What damage did the fire cause? How did London change after the fire?	What is the seaside and where is it? What are the features of the seaside? What do people do at the seaside today? What were seaside holidays like in the past? How have seaside holidays changed over time? Can we plan our trip to the seaside?
Chronological Understanding	Chronology – sequencing events/objects; using chronological vocabulary	Sort real old toys and/or pictures into chronological order. Place on class time line	Place key events of TGFOL on class time line Retell the event orally/by picture timeline	

Historical Knowledge and Historical Concepts	Characteristic features – of person/period/events	Core Knowledge: How to distinguish between old and new An understanding of chronological order	Core Knowledge: What London was like in 1666 The key events of the Great Fire of London	Core Knowledge: The coastlines of the UK connections between physical geography and how the areas are used
	Change/Continuity – Similarities and differences between ways of life at different times	How to order artefacts on timelines How toys have changed over time – going back two generations How the materials toys are made of can tell us how old they are	How we know about the Great Fire – the diaries of Samuel Pepys and John Evelyn Why the fire spread so quickly The damage the fire caused How London changed after the fire	How to identify how Britain's beaches and seaside are used for recreation and tourism The difference between seaside destinations now and in the Victoria era How the invention of the passenger locomotives made it easy for everyone to travel to the seaside.
	Cause/Consequence – Why people did things/causes and results of events and changes	How toys have changed due to technology – mechanical vs battery powered		
	Significance - short and long term Connections to local/national/international Economy, politics, religion, military, social history			
	Interpretation – ways we find out about the past and how it is represented			

Communicating and presenting Historical Findings	Historical Vocabulary	<p><u>Chronological Vocabulary</u> Old, older, new, modern, now, then, in the past, decade, present, oldest, newest, chronological order, timeline</p> <p><u>Key Topic Vocabulary</u> same, different, compare, category, characteristic, change, material, mechanical, batteries, similarities, differences, museum, exhibit</p> <p><u>Wider Topic Vocabulary</u> when I was a baby..., younger, when my mum was a little girl..., when my grandad was a boy..., visitor</p>	<p><u>Chronological Vocabulary</u> long ago, 350 years ago, 1666, in the reign of</p> <p><u>Key Topic Vocabulary</u> Pudding Lane, Samuel Pepys, Thomas Farrinor, Charles 11, John Evelyn, diary, Lord mayor, fire-breaks, bakery, eye witness, sources, evidence, Sir Christopher Wren</p> <p><u>Wider Topic Vocabulary</u> wooden, houses, open fires, narrow alleyways, landmarks, buildings, transport, electricity, fire brigade, fire hooks, technology, spark, destruction, blaze, possessions, gunpowder, quills, ink maidservant, casualty, 13,200 dwellings, St Paul's Cathedral, inhabitant, refugee, flammable, tar, oil, drought, combustible, quench, damaged, destroyed, homeless, slums, unstable, ruins temporary, injuries, disease, victims, rebuild, prevent, opportunity, layout, design, solution, improvements</p>	<p><u>Chronological Vocabulary</u> Then, Now, past, present, Victorian, old, modern</p> <p><u>Key Topic Vocabulary</u> Seaside, holiday, resort, UK, coast, tourist, passenger, locomotive, similar, different, artefact, change</p> <p><u>Wider Topic Vocabulary</u> Physical, human, natural, bay, sand, cliffs, sand dunes, rockpools, stones/shingle, swimming, paddling, swimming, paddling , ball games, ice cream, amusements, popular, beach, harbour, pier, promenade, marina, fairground, lighthouse, caravan site, boat rides, jet skis, surfing, fishing, sandcastles, fish and chips, donkey rides, bathing huts, puppet show, prom, parasol, postcard, safety, rules, waves, lifeguard, beach flag, current, tide, danger, float</p>
		Year 1 Term 1	Year 1 Term 2	Year 1 Term 3
	Children above ARE			
	End of Year ARE	<p>Chronology</p> <ul style="list-style-type: none"> • Create simple time lines to sequence objects, within the span of their own experience and spanning their grandparents' lifetime. • Confidently uses vocabulary associated with the past eg 'old', 'new', 'then', 'now'. <p>Enquiry</p> <ul style="list-style-type: none"> • Can talk about similarities and differences between 2 historical sources using historical vocabulary • Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc <p>Change/Continuity</p> <ul style="list-style-type: none"> • Can describe how some aspects of life today differ from the past using historical vocabulary 	<p>Chronology</p> <ul style="list-style-type: none"> • Create simple time lines to sequence objects within their own experience • Confidently uses vocabulary associated with the past eg 'old', 'new', 'then', 'now'. <p>Characteristic features</p> <ul style="list-style-type: none"> • Recognises that buildings, clothing, transport, technology could be different in the past • Shows awareness of significant features not seen today <p>Cause and consequence</p> <ul style="list-style-type: none"> • Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions <p>Interpretation</p> <ul style="list-style-type: none"> • Can identify and talk about different accounts of real historical situations <p>Change/Continuity</p> <ul style="list-style-type: none"> • Can describe how some aspects of life today differ from the past using historical vocabulary 	<p>Characteristic features</p> <ul style="list-style-type: none"> • Recognises that buildings, clothing, transport, technology could be different in the past • Shows awareness of significant features not seen today <p>Change/Continuity</p> <ul style="list-style-type: none"> • Can describe how some aspects of life today differ from the past using historical vocabulary <p>Chronology</p> <ul style="list-style-type: none"> • Confidently uses vocabulary associated with the past eg 'old', 'new', 'then', 'now'. <p>Enquiry</p> <ul style="list-style-type: none"> • Can talk about similarities and differences between 2 historical sources using historical vocabulary • Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc
	Children below ARE			

		<p align="center">Year 2</p> <p>Kings and Queens: Prior to this unit pupils will have studied objects and places that are familiar to them such as toys and the seaside to develop an understanding the past. They will also have studied one national significant event, the Great Fire of London.</p> <p>The Titanic: Prior to this unit pupils will have studied objects and places that are familiar to them such as toys and seaside to develop an understanding of the past and will also have studied one national significant event beyond living memory.</p> <p>Following this unit, pupils will go on to study the lives of significant individuals in the past and evaluate the contributions they made nationally and internationally.</p> <p>They Made a Difference: Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past. Pupils will have also studied significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London and the sinking of the Titanic.</p> <p>Following this unit, pupils will begin their chronological study of British history from the Stone, Bronze and Iron Age.</p>		
Unit/Term		<p align="center">Autumn 2</p> <p align="center">Kings and Queens</p> <p><i>Who are the three most powerful monarchs since 1066, and what are your reasons for selecting them?</i></p> <p>Scope: Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the British Monarchy from 1066 to the present day, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the theme of 'balance of power'.</p>	<p align="center">Spring 2</p> <p align="center">The Titanic</p> <p><i>Why were safety requirements on cruise ships improved after the sinking of the Titanic?</i></p> <p>Scope: Pupils will study an event beyond living memory that is of local interest but is also of national significance. Pupils will study the events of the sinking of the Titanic, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the significance of the event.</p>	<p align="center">Summer</p> <p align="center">They Made a Difference</p> <p><i>How have the human rights heroes you have studied made a difference to our world?</i></p> <p>Scope: Pupils will study the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals of the past.</p>
Matters, Skills and Processes				
Historical Investigation	<p>Historical Enquiry – asking/answering questions using sources to find answers and show understanding</p>	<p>What is a monarch? Why is King William I known as 'William the Conqueror'? Why is King John I known as 'Bad King John'? Who was more powerful — King Henry VIII or Queen Elizabeth I? How did the Stuarts battle for power? How did the Hanoverians and Windsors share power with the government?</p>	<p>What was the Titanic like? Why was it so significant? What were the key events of the sinking of the Titanic? How we know about the sinking of the Titanic? Why did the ship sink so quickly? Why was loss of life so great? What improvements to safety were made after the event?</p>	<p>What makes someone significant? What are human rights? How did Nelson Mandela fight against racism? How did Rosa Parks stand up for black people's rights? Why do we celebrate Martin Luther King Day? How did Malala Yousafzai fight for equality?</p>
Chronological Understanding	<p>Chronology – sequencing events/objects; using chronological vocabulary</p>	Place monarchs on a class time line and length of reign	<p>Place key events of Titanic sinking on class time line Retell the event orally/by picture timeline</p>	Place key events and significant individuals on a timeline
Historical Knowledge and	<p>Characteristic features – of person/period/events</p>	<p>Core Knowledge: What a monarch is Why King William is known as 'William the Conqueror'</p>	<p>Core Knowledge: International travel at the start of the 20th century Titanic – design and construction The key events of the sinking of the Titanic</p>	<p>Core Knowledge: What significance means The role of Eleanor Roosevelt in the Universal Declaration of Human Rights Nelson Mandela fight against Racism in South Africa</p>
	<p>Change/Continuity – Similarities and differences</p>	<p>Why King John is known as 'Bad King John'</p>		

	between ways of life at different times	Comparison of who was more powerful King Henry VIII or Queen Elizabeth I	How we know What it was like on the Titanic and how it sank – memorabilia, written accounts, postcards	Rosa Parks and black rights in America
	Cause/Consequence – Why people did things/causes and results of events and changes	How the Stuarts battled for power	Why the ship sunk so quickly and the huge loss of life	Martin Luther King and the Civil Right Movement in America
	Significance - short and long term Connections to local/national/international Economy, politics, religion, military, social history	How the Hanoverians and Windsor's shared power with the government	How cruise ship safety changed after the event	Malala Yousafzai and girls education
	Interpretation – ways we find out about the past and how it is represented			
Communicating and presenting Historical Findings	Historical Vocabulary	<p><u>Chronological Vocabulary</u> chronological order, timeline chronology, decade, century (dates of monarchs reigns)</p> <p><u>Key Topic Vocabulary</u> Coronation, crown, government, hereditary, orb, sceptre, monarch, throne, census, conqueror, William the Conqueror. Harold 11, Battle of Hastings, Domesday, dynasty, Normandy, absolute, Magna Carta, Plantagenet, parliament, Henry V111, Elizabeth 1, Catholic, Church of England, Tudor, Spanish Armada, Pope, Bill of Rights, Civil War, Cavaliers, Roundheads, Gunpowder Plot, Glorious Revolution, Robert Walpole, Lord Melbourne, Queen Victoria, constitutional monarchy, Hanovarian, Victorian Age, Windsor</p> <p><u>Wider Topic Vocabulary</u> Army, arrow, battle, conquered, historians, invaders, taxes, barons, disobey, human rights, justice, rebel, beheaded, divine rights, executed, gunpowder, plot, survival, heir, influence, Prime Minister, reign,</p>	<p><u>Chronological Vocabulary</u> decade, 20th century, 14 April 1912, long time ago, in the past</p> <p><u>Key Topic Vocabulary</u> Belfast, passenger liner, North Atlantic Ocean, , White Star line, Captain Smith, Bruce Ismay, Thomas Andrews, Carpathia, Titanic, Cause, consequence</p> <p><u>Wider Topic Vocabulary</u> first class, second class, steerage, trans- Atlantic Rivet, boiler propeller, funnel, boat deck, bridge deck, grand staircase, lifeboats, distress rocket, life jackets architect, iceberg</p>	<p><u>Chronological Vocabulary</u> Then, Now, past, present, 1940s, 1950s, decade, 1963, 2012</p> <p><u>Key Topic Vocabulary</u> Significant, criteria, historian, campaign, Marcus Rashford, fair, unfair, human rights, activist, Universal Declaration of Human Rights, Eleanor Roosevelt, Nelson Mandela, equality, justice, Apartheid, racist, racism, Rosa Parks, segregation, boycott, civil rights, Taliban , Michelle Obama, Malala Yousafzai</p> <p><u>Wider Topic Vocabulary</u> Remarkable, remembered, revealing, resonant, improved, poverty, election, president, speeches, protests, equal opportunity, extremists, punishment, target, determined, inspiring, passionate ,</p>

	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3
Children above ARE			
End of Year ARE	<p>Chronology</p> <ul style="list-style-type: none"> Realises that historians use dates to describe events Uses phrases describing intervals of time eg <i>before</i>, <i>after</i>, <i>at the same time</i>, <i>long time ago</i>, <i>in the past</i> <p>Change/Continuity</p> <ul style="list-style-type: none"> Can talk about similarities and differences not just between then and <i>now</i> but between <i>then</i> and another <i>then</i> <p>Significance</p> <ul style="list-style-type: none"> Can recognise and talk about who/what was important eg in a simple historical event <p>Enquiry</p> <ul style="list-style-type: none"> Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story 	<p>Chronology</p> <ul style="list-style-type: none"> Realises that historians use dates to describe events Uses phrases describing intervals of time eg <i>before</i>, <i>after</i>, <i>at the same time</i>, <i>long time ago</i>, <i>in the past</i> <p>Significance</p> <ul style="list-style-type: none"> Can recognise and talk about who/what was important eg in a simple historical event <p>Cause/Consequence</p> <ul style="list-style-type: none"> Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results <p>Enquiry</p> <ul style="list-style-type: none"> Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story 	<p>Chronology</p> <ul style="list-style-type: none"> Realises that historians use dates to describe events Uses phrases describing intervals of time eg <i>before</i>, <i>after</i>, <i>at the same time</i>, <i>long time ago</i>, <i>in the past</i> <p>Significance</p> <ul style="list-style-type: none"> Can recognise and talk about who/what was important eg in a simple historical event <p>Cause/Consequence</p> <ul style="list-style-type: none"> Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results <p>Enquiry</p> <ul style="list-style-type: none"> Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story
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